DUDE,
Where's My Job?

TEACHER'S LESSON PLAN

L5725

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Reel Life Films would like to thank you for providing your students the opportunity to learn critical life skills. The lesson plans were designed to be simple, straight forward and flexible enough to fit your style of teaching.

Each lesson is designed to stand on its own or to be complimentary with each other. Grading, homework, time limits and other factors can be adjusted to your comfort level. The ultimate skill we are trying to convey is one of self esteem that is based on presenting yourself in the most positive light possible. Whether students will be going to college or out into the work-force, hopefully this tape and lesson plans will make the transition that much easier.

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LESSON 1 - KNOWING YOURSELF
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- Road map for success starts with planning
- Matching your strengths to a career is a major component for success
- Be honest and take it serious. A good start in your career may depend on matching your personality to a job that excites you

Instructions:

- Pass out "*The Knowing Yourself Instruction and Example Page*" and "*The Knowing Yourself Worksheet*." Follow instructions step by step and have kids follow along using your guidance as well as the sample page *(estimated time 20 minutes)*

Knowing Yourself Instructions:

- Circle the two words that best describe yourself. Pick going from left to right across the page. Refer to Ex. #1.
- Add the number of circled words in each column, going from top to bottom. Refer to Ex.#2.
- Look at column A & C and pick the highest total. Repeat for columns B & D. Refer to Ex.#3.
- Pass out "*Career Match Worksheet*" and "*Career Match Instruction and Example page*." Go over Instruction and Example page and then let students fill in the "*Career Match Worksheet*"

Optional Homework Assignment:

- Find out the following about the career you chose:

1. Narrow down your chosen field to a specific job (Ex. If you chose entertainment, you would narrow down the jobs to director, actor, writer, producer, etc)
2. Determine salary of chosen career
3. Find out what education or training is needed
4. Key skills and personality traits
5. Give an example of where to find the chosen job

KNOWING YOURSELF INSTRUCTION AND EXAMPLE PAGE

Instructions:

- Circle the best two words that describe yourself. Pick going from left to right across the page. Refer to Ex. #1
- Add the number of circled words in each column, going from top to bottom. Refer to Ex.#2
- Look at column A & C and pick the highest total. Repeat for columns B &D. Refer to Ex.#3
- Take out "*Career Match Worksheet*" and follow instructions

	A	B	C	D
	Less Outgoing	**Very Forceful**	**Very Outgoing**	**Less forceful**
Ex.1	Serious	Aggressive	Carefree	Accommodating
	Shy	Impatient	Social	Reasonable
	Thinking	Take Charge	Casual	Follows
	Factual	Head strong	Feeling	Easy Going
	Introvert	Outspoken	Dramatic	Flexible
	Modest	Controlling	Extrovert	Relaxed
	Business-Like	Firm	Attention-Craving	Agreeable
	Concise	Restless	Friendly	Cautious
	Quiet	Confrontational	Energy	Reserved
	Unemotional	Direct	Chatty	Accepting
	Subdued	Decisive	Emotional	Helpful
	Reserved	Questioning	Dynamic	Tactful
Total Ex.2	3	8	6	7
	Total for Column A	Total for Column B	Total for Column C	Total for Column D

Ex.3 Highest total between A & C is C (Very Outgoing). 6
Highest total between B & D is B (Very Forceful). 8

KNOWING YOURSELF WORKSHEET

A	B	C	D
Less Outgoing	**Very Forceful**	**Very Outgoing**	**Less Forceful**
Serious	Aggressive	Carefree	Accommodating
Shy	Impatient	Social	Reasonable
Thinking	Take Charge	Casual	Follows
Factual	Head strong	Feeling	Easy Going
Introvert	Outspoken	Dramatic	Flexible
Modest	Controlling	Extrovert	Relaxed
Business-Like	Firm	Attention-Craving	Agreeable
Concise	Restless	Friendly	Cautious
Quiet	Confrontational	Energy	Reserved
Unemotional	Direct	Chatty	Accepting
Subdued	Decisive	Emotional	Helpful
Reserved	Questioning	Dynamic	Tactful
Total for Column A	Total for Column B	Total for Column C	Total for Column D

Highest total between A & C is

Highest total between B & D is

CAREER MATCH INSTRUCTION AND EXAMPLE PAGE

Instructions:

- Referring to Example #3 (on the "*Knowing Yourself Worksheet*") write down the two columns you chose. [Ex. B (very forceful) & C (very outgoing)]
- Take a look at the following careers in your chosen section and pick a career that is the most interesting to you. Refer to Ex. #4

Ex. #4

Very Outgoing/Very Forceful (C/B)

Entertainment
Politics
Sports
Sales

Very Outgoing/Less Forceful (C/D)

Healthcare
Teaching
Child Care
Counseling

Less Outgoing/Less Forceful (A/D)

Research
Engineering
Computers
Science
Mechanical Trades

Less Outgoing/Very Forceful (A/B)

Executive
Lawyer
Stock Broker
Military Officer
Law Enforcement

CAREER MATCH WORKSHEET

Very Outgoing/Very Forceful (C/B)

Entertainment

Politics

Sports

Sales

Very Outgoing/Less Forceful (C/D)

Healthcare

Teaching

Child Care

Counseling

Less Outgoing/Less Forceful (A/D)

Research

Engineering

Computers

Science

Mechanical Trades

Less Outgoing/Very Forceful (A/B)

Executive

Lawyer

Stock Broker

Military Officer

Law Enforcement

Your Chosen Career is _____

LESSON 2 - RESUME WORKSHOP
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- Explain to class that a resume is a true reflection on what you can offer an employer
- It should be short, concise and descriptive
- It should be designed to peak someone's interest in finding out more about you
- Explain that the resume must be neatly typed and free of errors

Instructions:

- Pass out the "*Blank Resume Worksheet*," "*Resume Workshop Worksheet*" and "*Sample Resume*" Starting with the "*Blank Resume Worksheet*." The teacher will lecture (from "*Resume Workshop Worksheet*" notes) on one section at a time then leaving students to fill in the blank section they just reviewed according to their own experiences

Recommended time that it will take for students to fill in section:

Objective: 5 minutes
Education: 7 minutes
Skills: 10 minutes
Work Experience: 10 minutes
References: 2 minutes

Optional Homework Assignment:

- Bring in the resume neatly typed and free of any errors

RESUME WORKSHOP WORKSHEET

Objective:
- Tailor objective to the job you are applying for

EX: "Customer service or sales representative in a retail store"
"Entry level position in a legal office"

Education:
- List your highest level of education first and work backward
- List any special job-related classes or unique programs.
- List your current GPA if it is above 3.4
- List the institution, city, state and expected graduation date

EX: Davis Hills High school, 1998-2002
Davis, California
3.7 GPA
Learned Windows, Psychology and Sociology courses

Skills:
- List skills, technical abilities, computer programs, foreign languages, certificates and special abilities. Include oral and written communication skills
- Be prepared to explain how and where you have put these skills to use and how they can benefit your future employer
- Key skills an employer looks for: Communication, problem solving, budgeting, coaching, leading, operating, performing, computers, spanish and quick learner

Work Experience:
- List the job title, company, city, state and the dates of employment, starting with the most recent. This section should show how you developed and demonstrated the skills you listed in the skills section. If you've never had a paid job, use your extra curricular activities, internships and volunteer work

EX: June-October 2001 Server Auntie Em's Family Restaurant, Davis, Ca
Worked in fast paced, high volume restaurant, providing exceptional customer service

EX: Thanksgiving Break 2000-volunteer trip to Encinada, Mexico. Worked with youth group building a dormitory for the homeless

Honors:
- List ways you have received recognition for your skills.

EX: President of a club, Team captain, Individual or team awards

References:
- On your resume, a phrase such as "references furnished upon request" is fine

Key Point: Ask a few people (before you list them) that have no problem bragging about you

BLANK RESUME WORKSHEET

Name
Address
City, State, Zip
Phone Number

OBJECTIVE:

EDUCATION:

SKILLS:

WORK EXPERIENCE:

HONORS:

REFERENCES:

SAMPLE RESUME

Lisa Burd
0000 Any Street
Any Town, Any State, 12345
(000)000-0000

OBJECTIVE: To obtain a position as a sales person in a retail store

EDUCATION:
Davis Hills High school, 1998-2002
Davis, California
3.7 GPA
Learned Windows, Psychology and Sociology courses

SKILLS:

- Type 50 words per minute
- Good communication skills
- Work well under pressure
- Good work ethic

WORK EXPERIENCE:

June-October 2001 Server – Auntie Em's Family Restaurant, Davis, Ca

- Worked in fast paced, high volume restaurant, providing exceptional customer service

Thanksgiving Break 2000 Volunteer trip to Encinada, Mexico. Worked with youth group building a dormitory for the homeless

HONORS:

- Honor Roll 1998-2002
- Basketball Team Captain
- Junior Academic Merit Award

REFERENCES: Furnished upon request

LESSON 3 - GETTING THE INTERVIEW
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- Your chances of getting a job will increase 75% if you meet the person face-to-face instead of sending your resume in the mail
- The 3 P's are key: Persistence, Patience, Politeness
- Here are the steps to securing the face-to-face interview (refer to "*Getting the Interview Worksheet*")

Instructions:

- Pass out "*Getting the Interview worksheet*"
- Go over with the class, steps 1-3
- When you get to step #4 read and go over it aloud, have students take out there own piece of paper, then let them fill in their own script. (give them 10 minutes to complete)
- After student's script is complete, lecture on Step #5 - handling objections (refer to worksheet)
- Have students role play in groups of two. They should go over there scripts as well as objections One person is job hunting and the other is the interviewer. After 3 minutes, switch the roles If time permits, keep switching partners
- Ask for a few volunteers to role play with you to set up an appointment

GETTING THE INTERVIEW WORKSHEET

Step 1:

- Find out who the person is, in charge of hiring (You can call the company, look on the website or ask employees)

Step 2:

- Find out what the interviewer likes, dislikes and the top factors when hiring someone. Use suggestions from Step 1 to find this information

Step 3:

- Before you contact the employer, have a goal in mind
  - *Goal 1* – To arrange a meeting in person
  - *Goal 2* – Find out when they have more time to talk
  - *Goal 3* – Get a referral (If they aren't hiring at this time)

Step 4:

- Prepare and practice a few lines ahead of time so you don't freeze in your first encounter in getting the appointment. Your first line should gain the interest and get the attention of the person you are speaking with

Sample Script: "My name is _____Your name_____.

I am an experienced _____Job you are trying for_____ (if you have work experience)

I have excelled in _____course work, extra curricular activities or volunteer work_____ (related to job)

When would be a good time to get together to see how I can be an asset to your company?"

Step 5:

- Objections are roadblocks to securing an interview

  Objection: "I do not have time to talk right now"

  Answer: "Ok. What time would be more convenient for me to call back?" (Make sure you call back at that time)

  Objection: "Why don't you just send me a resume"

  Answer: "Of course, by the way, what skills are you looking for?" (You are trying to re-open the conversation.)

* These steps can be taken on the phone or in person
* Be persistent, polite and patient

LESSON 4 - NON VERBAL COMMUNICATION
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- Studies show, when you talk to people, the words you hear account for only 30% of they think of you. People will base the other 70% on body language
- Body Language can be your posture, facial expressions and gestures
- Begin any meeting with a firm, non-aggressive handshake
- Keep your posture straight in the chair
- Lean forward slightly toward the interviewer to show interest
- Have a genuine smile

Instructions:

- Photocopy *"Non Verbal Communication Game"* and cut out rectangles as shown by dotted lines and put them in a container. You will use the interpretation side of this later in the game
- Divide the class into 2 teams (A& B)
- Choose 2 people from Team A (one is applicant and one is interviewer)
- Have them draw a rectangle from the container and have them act out the non verbal behavior which is shown on the paper. (Do not put the paper back into the container)
- The entire class can guess which non verbal behavior the students are acting out. See how to score the game, below
- Once someone has guessed the correct non verbal behavior, then the team that guessed correctly gets one chance to guess the interpretation of the behavior (ie. how the interviewer interprets the behavior). Give the team 30 seconds to collaborate and come up with an agreeable answer. If the team does not answer correctly, the other team gets a chance to answer
- Rotate to the next team (Team B) and have them choose a new rectangle from the container. Follow the same steps as above

Scoring:

<u>Team A is acting</u>. If Team A guesses the non verbal behavior correctly, they get 2 points. If Team B answers non verbal behavior correctly, they get one point. If Team A gets the interpretation right, they get 2 points. If Team B gets the interpretation right, they get 1 point.
<u>Team B is acting</u>. If Team B guesses the non verbal behavior correctly, they get 2 points. If Team A answers non verbal behavior correctly, they get one point. If Team B gets the interpretation right, they get 2 points. If Team A gets the interpretation right, they get 1 point.

NON VERBAL COMMUNICATION GAME

Non Verbal Behavior	Interpretation
Brisk walk	Confidence (Brisk walk)
Arms crossed on chest	Defensive (Arms crossed on chest)
Walking with hands in pockets, shoulders hunched	Dejected (Walking with hands in pockets, shoulders hunched)
Hands clasped behind head	Over confident (Hands clasped behind head)
Yawning	Boredom (Yawning)
Staring at interviewer without breaking away	Rude, evasive (Staring at interviewer without breaking away)
Tapping fingers	Impatient (Tapping fingers)
Playing with hair	Insecurity (Playing with hair)
Biting nails	Nervous (Biting nails)
Rubbing eye	Doubt or disbelief (Rubbing eye)

LESSON 5 - DRESS FOR SUCCESS
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- It is a fact that first round candidates can be quickly eliminated based upon how they dress for the interview
- It is customary for the applicant to dress one or two levels up from the job they are applying for

EX. People at a job site are wearing a dress shirt and slacks. You should wear a suit.

EX. People are wearing jeans and a t-shirt. You should wear slacks and a collared shirt. A tie is always a good idea

- Grooming is just as important as finding the perfect outfit

Instructions:

- Pass out the *"Dress for Success Worksheets"*
- Lecturing on this topic is optional or let them read it on their own

Optional Homework Assignment:

- Bring in a picture of somebody dressed for success in the field you're most interested in

DRESS FOR SUCCESS WORKSHEET

Men:

Suits:

- 2 piece suit, jacket and pants
- Suit should be navy, charcoal or light gray in color
- Pants should have no wrinkles
- If you don't have a suit, solid color wool pants are ok. Gray, Navy blue or black.

Shirts:

- Always long-sleeved
- White or blue shirt is best
- Button-down or straight collar

Ties:

- Try to find 100% silk
- Length of tie stops at pants belt buckle
- Conservative, solid or stripes
- The smaller the knot, the better
- No clip-on or bow tie

Shoes:

- Brown or black leather

Socks:

- Black socks, long enough not to show bare skin if you cross your legs
- No gym socks under any circumstances

Accessories:

- Avoid cheap jewelry
- One ring at the most
- No chains, bracelets, earrings
- Black belt with small buckle

Women:

Suits:

- Preferably light or medium wool
- Navy, charcoal or light gray in color
- Skirts should fall no more 2-3" from knee

Blouses:

- Stick to long-sleeved
- White or cream are optimal. Light blue, yellow or pink are ok, too

Shoes:

- Leather
- Black, brown or navy
- Stay away from anything that's too trendy
- Heels up to 2 1/2" are ok
- Do not wear open toed shoes with panty hose

Stockings or panty hose:

- Neutral skin tones are best
- Shear white or cream are ok if it compliments your dress or blouse
- Keep an extra pair with you in case of a "run"

Accessories:

- Bring purse or briefcase. Not both
- Belt should match shoes
- Jewelry- less is better
- Rings - engagement or wedding
- Necklace and earrings - conservative and professional

Makeup:

- Subtle is the key. A little lipstick and never appear overly made up

LESSON 6 - INTERVIEWING
TEACHERS NOTES AND INSTRUCTIONS.

Key Notes:

- Before the actual interview, take the time to properly prepare yourself
- Take stock of what you have to offer and how you have used your skills in the past
- Here are some of the top skills employers are looking for: Communication, goal setting, learning and problem solving
- When an interviewer asks a question, be sure to actively listen, pause (thinking of a good answer) and then respond
- At the end of the interview, have a few questions prepared to ask the interviewer. Some examples are: 1). "What skills do you look for in a top employee?" 2). "What is a typical day for this position?"
- Make sure you thank the interview at the end of the interview as well as send them a written thank you note in the mail

Instructions:

- Pass out the *"Practice Answers Worksheets"* (2)
- If you want to lecture, present one question at a time then let the students fill in their answer. Give students 3-5 minutes to answer each question
- If you want them to read the handout, give them approximately 30 minutes to read and answer the questions

Optional in-class assignment:

- Break class into groups of two and have them role play in an interview situation. The "applicant" and the "interviewer" must ask and answer questions as if they were actually applying for the job. Give each group 3 minutes to complete and then have them switch roles for another 3 minutes. After a total of 6 minutes, the teacher will rotate the class into new groups of two

PRACTICE ANSWERS WORKSHEET

Question: **"Why do you want to work here?"**

Tips for Answering:
- Research the company
- Match company attributes with yours

Example: "I share the same values when it comes to taking care of the customer, which would enable me to be a contributing part of the team."

Your Answer: _____

_____

_____

Question: **"What are your biggest accomplishments?"**

Tips for Answering:
- Relate your accomplishments to how they would benefit the employer
- Try to list team and individual accomplishments

Example: "I was proud to win salesperson of the month by focusing on customer service"

Example: "I was proud to part of the number one sales team for the year"

Your Answer: _____

_____

_____

Question: **"Can you work under pressure?"**

Tips for Answering:
- Give more than a yes or no answer
- State example of a time where you worked well under pressure

Example: "Yes, I can thrive in that environment. I have encountered many deadline situations where the clock was ticking. However, with good planning and organization I was able to meet my goals."

Your Answer: _____

_____

_____

PRACTICE ANSWERS WORKSHEET

Question: **"What have you learned in school that can be useful on the job?"**

Tips for Answering:
- Relate courses that are relevant
- Relate extracurricular activities that are relevant

Example: "That's a great question, in my English class, I learned how to communicate in a professional manner."

Example: "Being a member of the basketball team, I have learned about teamwork, leadership and self discipline."

Your Answer: _____

_____

_____

Question: **"How well do you take direction?"**

Tips for Answering:
- Must show you are coachable and willing to be part of a team

Example: "I take direction well. An example is when my manager suggested that I take some computer classes, so I enrolled the following week.

Your Answer: _____

_____

_____

Question: **"Describe a difficult challenge that you had to deal with?"**

Tips for Answering:
- Relate this to work or school, not personal
- Explain you strategy for challenges (how you solve the problem)

Example: "When I worked for the school paper, I had to decide what stories to print. I would explore my options, consult with my editor and come up with the best solution."

Your Answer: _____

_____

_____

LESSON 7 - THE BIG INTERVIEW
TEACHERS NOTES AND GRADING CRITERIA

Key Notes:
- This assignment will put together all of the things learned in Lessons 1-6.
- Students will present the material in front of the class (7-10 minute time limit per student)

Instructions:
- Hand out "*The Big Interview Worksheet*"
- Give students 3-5 days to prepare for the presentation
- Grading is your teachers choice

Grading Criteria:
- Have students pick a job that they want to "interview" for in front of class

- On the day of their presentation, the student comes to class dressed properly for an interview (based on the "*Dress for Success Worksheet*" in lesson 5)

- Why you chose this career (30 seconds)

- Give a job description and the training needed (1 minute)

- Show your resume. Present your best highlight (1 minute)

- Have students role play in an interview situation with another person (This can be a video, tape recording or live in-class presentation. The applicant (the student being graded) must answer one original question that <u>is</u> <u>not</u> on the worksheet. The applicant must answer one question that <u>is</u> on the worksheet. The applicant must ask one question to the interviewer.) (4 minutes)

- What did you learn from this experience (30 seconds)

THE BIG INTERVIEW WORKSHEET

The assignment: Give a 7-10 minute presentation that covers the material below.

- Pick a job that you want to "interview" for
- Come to class dressed for an interview (based on the "*Dress for Success Worksheet*" in lesson 5)
- Why did you choose this job? (30 seconds)
- Give the job description and the training needed (1 minute)
- Show your resume. Present your best highlight (1 minute)
- Role play in an interview situation with another person (This can be a video, tape recording or live in-class presentation. The applicant (the student being graded) must answer one original question that is not on the worksheet. The applicant must answer one question that is on the worksheet. The applicant must ask one question to the interviewer.) (4 minutes)
- What did you learn from this experience? (30 seconds)